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ABSTRACT

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the housekeeping task easier and safer for older adults. The five most common physical limitations experienced by the aged are discussed, and the most frequently performed housekeeping tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each housekeeping task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

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ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: HOUSEKEEPING

TEACHER'S MANUAL
AND
PARTICIPANT'S MANUAL

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The module, Adaptations of Homemaking Skills for the Aged: Housekeeping, has been designed for your students in order that they might become: (1) more aware of the tasks that the aged homemaker faces, (2) more aware of the physical limitations that affect the aged homemaker, and (3) better acquainted with some of the adaptations in the home and in homemaking tasks which will make housekeeping easier and safer for the aged homemaker who has physical limitations.

Since the number of people over age 65 is increasing, independent living for the aged has become a major concern of home economists. The information that your students learn in this module will enable them to help aged people live independently in their own homes for a longer period of time. The module has been designed in such a way that it could be used with an entire class, part of a class, or even a single student. It can be used both inside and outside of the classroom.

After successfully completing this module, your students will be able to suggest adaptations in the home and in homemaking skills which will make housekeeping easier and safer for the aged homemaker. Your students could use this information to help aged relatives or neighbors. This module will also help your students to better understand the post-middle-age phase of the life cycle. They may form a more positive attitude about older people in general as well as gain a better understanding of aging as a life-long developmental process.

Some of your students may use the information they learn in this module as the beginning of their training in the field of home health care. Work opportunities are plentiful for people called by such job titles as homemaker-home health aides, home health aides, or homemakers.

You may be a teacher of adult students or if you are a secondary school home economics teacher, you may teach adult classes at night. This module can be used with adult students, too. Like secondary school students, the adult students may use the information to help aged relatives or neighbors and to better understand the aging process. Many middle-aged adults find the positions of homemaker-home health aide, home health aide, or homemaker to be excellent part-time employment. Adults who have not been in the work force for a number of years because of family

or other commitments often find these positions to be fulfilling employment when they return to work.

When you read the module, you will notice that only certain housekeeping tasks are discussed. It is not the intent of the module to present adaptations for an exhaustive list of housekeeping tasks. Therefore, only the most frequently performed tasks are discussed.

As you read the module, you will also notice that five physical limitations common to the aged are discussed. These are not the only physical limitations that an aged person might have. However, they are the most common ones.

ORGANIZATION OF THE MODULE

The module has been designed in such a way as to allow students to work independently. Since the teacher interacts with students only when distributing and grading pretests and posttests, students are allowed to direct their own learning and to work at their own rate.

Pages i and ii introduce students to the module. Explicit *Instructions* for completing the module are given. *Performance Objectives* are stated so that students know exactly what they must learn. A *Glossary* of terms and definitions is provided on page iii to aid students in understanding the *Information Sheets.*

Pages 1 and 2 contain the *Introduction to the Information Sheet* and *Learning Activity One*; pages 3 through 16 contain *Information Sheets* dealing with cleaning the bathroom and *Learning Activities Two and Three*; pages 17 through 29 contain *Information Sheets* dealing with cleaning the kitchen and *Learning Activities Four, Five, and Six*; and pages 30 through 40 contain *Information Sheets* dealing with cleaning the bedroom and *Learning Activities Seven, Eight, and Nine.* The module has been organized in this manner in order to stress adaptations in housekeeping skills that help the aged in cleaning various parts of their homes. Since Learning Activities are located immediately after the discussion of each task and its adaptations rather than at the end of the module, they provide immediate reinforcement of the information about each task. This manner of organization may also foster feelings of accomplishment in students who are unable to complete the entire module in one class period.

Quest Activities which students will enjoy performing are located on pages 41 and 42 of the module. These activities allow students to further explore the ideas which have been presented in the Information Sheets.

USING THE MODULE

The module can be used with any number of students. It can be used both inside and outside of the classroom with either secondary school students or adult students. The module may be used by itself or with other modules in this series (Adaptations of Homemaking Skills for the Aged: Laundry, Foods and Nutrition, or Working With the Aged).

Testing

After receiving a module and reading the Instructions on pages i and ii, each student will ask you for a Pretest and an accompanying Answer Sheet. You will find a master copy of the Pretest-Posttest in Appendix B of this manual and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. After completing the Pretest, the student will return the Pretest and the Answer Sheet to you. You should then evaluate the student's performance on the Pretest using the Key located in Appendix A of this manual. You should instruct those students who pass the Pretest by making 33 (90%) or more correct responses to turn to the Quest Activities on pages 41 and 42 of the module and do the activities there. Students who do not pass the Pretest by making 33 (90%) or more correct responses should be instructed to begin reading on page 1 of the module and read and complete Learning Activities until ready to take the Posttest. Be sure to give each student an Answer Sheet so they can write their answers to each Learning Activity without writing on the module itself.

After completing the module and preparing for the Posttest, each student will ask you for a Posttest and an accompanying Answer Sheet. Since the Posttest is the same as the Pretest, you will again find a master copy of the Pretest-Posttest in Appendix B and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. When the student returns the Posttest and the Answer Sheet to you, you should evaluate his/her performance on the Posttest using the Key located in Appendix A of this manual. You should then instruct those students who pass the Posttest by making 33 (90%) or more correct responses to turn to the Quest Activities on pages 41 and 42 of the module and do the activities there. Students who do not pass the Posttest by making 33 (90%) or more correct responses should be instructed to re-study the Information Sheets and

Learning Activities in the module until they are ready to take the Posttest again. Each student should make 33 or more correct responses on the Posttest before going to another module.

Information Sheets and Learning Activities

The module instructs students to write their answers to all Learning Activities on an Answer Sheet. You will find a master copy of the Learning Activity Answer Sheet in Appendix D of this manual. If you notice a student writing directly in the module, you should remind him/her that he/she should write on the Answer Sheet provided so that the module will be reuseable.

The module also instructs students to use the Self-Check on page 43 of the module and to correct answers on their Answer Sheets. Students sometimes think that this is "cheating." If you notice that a student is not using the Self-Check and/or is not correcting his/her answers, you should remind him/her that it is both honest and necessary to do these things.

Quest Activities

As previously mentioned, Quest Activities are provided in order that students may further explore ideas which were presented in the Information Sheets. Certain materials will be needed in order for your students to complete the Quest Activities. These materials are listed in Appendix E of this manual. Since your students will complete the module at different times, they will also begin to do the Quest Activities at different times. It is therefore important that the materials needed in order for your students to complete the Quest Activities are available when needed. It is best to obtain the materials before your students begin to work on the module.

While your students are required to do quite a bit of reading and writing in the module, the Quest Activities afford them a chance to experience some of the things about which they have been reading. By experiencing these things, your students will become more aware of the meaning of aging. You should encourage students to complete the Quest Activities by showing interest and enthusiasm about the activities.

Duplication of Pages

Since students will not write directly in the modules, you will need to duplicate only a few pages in order to re-use the modules. The master copy of the Learning Activities Answer Sheet located in Appendix D of this manual must be duplicated each time the modules are to be used.

A master copy of the Pretest-Posttest is located in Appendix B of this manual. You will need to duplicate the number of copies which you will need in using the modules. Since students do not write directly on the Pretest-Posttests, you will need to duplicate copies only once. These copies can be used repeatedly.

REFERENCE LIST

General references on aging as well as references specific to housekeeping for the aged are included in the following list. You may want to read several of these in order to become familiar with some of the current literature on aging.

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Appendix A

PRE-POSTTEST

KEY

I. Physical limitations of the aged

1. F 3. F 5. F

2. T 4. T

II. Housekeeping tasks

6. b,c,e 8. b,c,d

7. a,d,e

III. Cleaning the bathroom

9. b 11. b 13. a

10. a 12. a

IV. Cleaning the kitchen

14. b 16. c 18. c 20. a 22. b

15. a 17. a 19. a 21. a

V. Cleaning the bedroom

23. b 25. a 27. b 29. a

24. a 26. b 28. a 30. b

Appendix B

ADAPTATIONS OF HOMEMAKING SKILLS

HOUSEKEEPING

PRE-POSTTEST

I. The statements below have to do with the physical limitations of the aged. Read each statement, then decide whether it is true or false. Write true or false in the place provided for Section I on your Answer Sheet.

1. When aged homemakers clean the range or use hot water, they must be especially careful since their receptors for touch and pain are *better* than they once were.
2. It is *not* safe for aged homemakers to stand on chairs to reach high shelves because their joints are stiff and their balance is often poor.
3. Aged homemakers can carry cleaning supplies from room to room while cleaning because they have *strong* muscles.
4. Since aged homemakers often have *poor* eyesight, a magnifying glass is helpful in reading labels.
5. When aged homemakers perform housekeeping tasks, they *should* stand as much as possible so that they will be tired enough to sleep well at night.

II. The following questions have to do with housekeeping tasks. Write the letters of the answers to each question in the place provided for Section II on your Answer Sheet.

6. What are the three (3) major bathroom cleaning tasks which are difficult for the aged homemaker to perform?

a. Hanging the shower curtain
b. Cleaning the fixtures
c. Mopping the floor
d. Watering the plants
e. Organizing the shelves

7. What are the three (3) major kitchen cleaning tasks which are difficult for the aged homemaker to perform?

   a. After-meal clean-up
   b. Laundering tablecloths and place mats
   c. Replacing shelf paper
   d. Mopping the floor
   e. Cleaning the range and refrigerator

8. What are the three (3) major bedroom cleaning tasks which are difficult for the aged homemaker to perform?

   a. Washing curtains and draperies
   b. Changing and making the bed
   c. Dusting
   d. Vacuuming/sweeping
   e. Washing the windows

III. The case study below has to do with the problems encountered by an aged homemaker in cleaning her bathroom. Read the case study, then write the letter of the answer which best completes each sentence in the place provided for Section III on your Answer Sheet.

Mary Adams is an aged homemaker who has great difficulty cleaning her bathroom. She has burned her hands several times on the exposed water pipes and by turning the hot water on when she thought she was turning the cold water on. The small water faucet handles make it difficult for her to turn the water on at all. One day she fell trying to reach her cleaning supplies which she stores on a high shelf. She wants her bathroom "spic and span" so she always cleans with cleanser using a small flexible cloth. Sometimes she chooses the wrong cleaning product because she cannot read the label. Even though it often takes her two hours to clean her bathroom, she insists on standing the entire time.

9. The exposed water pipes in Mary Adams' bathroom need to be:

   a. replaced with plastic pipe
   b. wrapped with insulating material
   c. painted

10. The water faucet handles in Mary Adams' bathroom need to be:

   a. both b and c
   b. built up with a special wooden attachment
   c. marked with a large H and C

11. Rather than storing her cleaning supplies on a high shelf, Mary Adams should store her supplies:

   a. in a base cabinet
   b. on shelves located in her waist-to shoulder range
   c. in a wall cabinet

12. Instead of using cleanser and a small flexible cloth to clean the fixtures, Mary Adams should use:

   a. "fast cleaning" spray cleaner and a large sponge
   b. spray cleaner and a large flexible cloth
   c. cleanser and a large sponge

13. Mary Adams could choose cleaning products with greater accuracy, if:

   a. both b and c
   b. she marked the products with large, bright letters
   c. she used a magnifying glass

IV. The following case study has to do with the problems encountered by an aged homemaker in cleaning his kitchen. Read the case study, then write the letter of the answer which best completes each sentence in the place provided for Section IV on your Answer Sheet.

John Lee, an aged homemaker, has been told by his children that if he is not more careful in the kitchen, he will have to go to a nursing home. John has burned his hands by dipping dishes in hot water to rinse them. Once when he dropped two plates while putting them on the shelf, he cut his hands cleaning up the broken china. Since he can hardly see what he is washing, John often cuts his hands on knives and other sharp and pointed objects. John insists on cleaning the oven with a small flexible cloth, and the chemicals in the oven cleaner always harm his hands. He also has trouble reaching "hard-to-get-to" spots in the oven. Even though it sometimes takes John all day to clean his kitchen, he always stands to do his tasks. His son Jim talked him into trying to wash dishes while sitting, but John complained that he was uncomfortable, and he could not reach the water faucet handles. John still tries to cook and serve meals the way he did when his wife was alive and his four children were at home. He insists on using heavy, hard-to-clean cast iron cooking pans. He often has to scrub a pan because food has baked on to it. Sometimes when he has really messy jobs, he wishes he did not have to scrub the pots, though. John's neighbor, Mrs. Smith, told him about some bagged vegetables that she bought at the grocery store, but John doesn't know what to ask for when he is at the grocery store. John still cooks in one pan and serves in another dish.

14. John Lee should rinse dishes:

a. both b and c
b. by spraying or pouring water over the dishes
c. with cold water rather than hot water

15. Instead of storing dishes on shelves in wall cabinets, John Lee should:

a. store them in the dish drainer
b. store them on shelves in a base cabinet
c. store them on the table so that they will be ready for the next meal

16. Since John Lee often cuts his hands on knives and other sharp and pointed objects when washing dishes, he should:

a. not wash knives and other sharp and pointed objects
b. not use knives and other sharp and pointed objects
c. mark knives and other sharp and pointed objects with a spot of bright paint so they will be easily identifiable

17. Since John Lee's hands are harmed by oven cleaner, he should:

a. wear gloves when cleaning the oven
b. buy a range that has a self-cleaning oven
c. ask someone else to clean the oven for him

18. Since John Lee has difficulty reaching "hard-to-get-to" spots in the oven, he should:

a. ask a relative to clean the "hard-to-get-to" spots in the oven
b. not clean his oven
c. use a cloth or brush on a dowel to reach "hard-to-get to" spots

19. John Lee is accustomed to standing to do his tasks. It would be:

a. both b and c
b. less tiring for him to sit to do his tasks
c. safer for him to sit to do his tasks

20. John Lee tried to sit while washing dishes, but he complained that he was uncomfortable and could not reach the water faucet handles. He could solve this problem by:

a. putting a cushion in his chair, placing his legs in the undersink cabinet, and using an S-shaped closet hook
b. putting a cushion in his chair, placing his legs in the undersink cabinet, and reaching to control the water faucet handles
c. paying someone else to wash his dishes

21. John Lee could avoid having to scrub baked on food from cooking pans by:

a. all of the answers below (b - e)
b. using spray-oil products
c. using pre-shaped foil "throw-away" pans
d. using pans which are coated with teflon or other non-stick finishes
e. using "cook-in-the-bag" foods that require only boiling water to come in contact with the cooking pan

22. John Lee could avoid washing cooking pans and serving dishes by:

a. all of the answers below (c - e)
b. c and e only
c. using oven-to-table ware
d. eating "TV" dinners for every meal
e. serving his plate directly from the cooking pan

V. The following case study has to do with the problems encountered by an aged homemaker in cleaning her bedroom. Read the case study, then write the letter of the answer which best completes each sentence in the place provided for Section V on your Answer Sheet.

Kate Green is an aged homemaker who is always tired after cleaning her bedroom. She keeps her bed pushed against the wall and has to reach and lean over the bed while making it. She keeps the bed linens on a high shelf in her storage room which is on the other side of the house. She uses plain top and bottom sheets, and her bottom sheets have tight elastic corners on them. Since Kate is a restless sleeper, she really has a big job in making her bed every morning because the sheet and blanket always slide apart. Kate always stands to make the bed and walks from side to side before the job is complete. When vacuuming, Kate often loses her balance and falls. Her vacuum is the type that is on a runner rather than wheels. Sometimes Kate sweeps instead of vacuuming. She uses her heavy duty broom and a regular dust pan to pick up the dust. In her bedroom, Kate keeps a lot of furniture and many accessories that she has collected over the years. Most of the furniture is very dark wood that shows dust almost before she has finished dusting! She finds it difficult to dust high door facings and furniture that she has to lean over to reach.

23. Kate Green could avoid having to lean over the bed while making it if she:

    a. pushed the bed against the wall
    b. centered the bed on the wall and used tongs to help arrange the covers
    c. would not make it up except once a week when her neighbor helps her with housecleaning

24. Rather than storing the bed linens on a high shelf in the storage room which is located on the other side of the house, Kate Green should:

    a. store bed linens on a shelf located in her waist-to-shoulder range in or near the bedroom
    b. only have one set of bed linens so that she will not have to worry about storing them
    c. store bed linens with the table cloths

25. Since Kate Green has difficulty with placing the sheets on her bed, she should:

a. both b and c
b. use a variety of colors and designs in top and bottom sheets so that she will know which is the top sheet and which is the bottom sheet before unfolding them
c. use sheets which have 3 elasticized and 1 loose corner or 4 wedge corners

26. Kate Green finds it difficult to make her bed every morning because the sheet and blanket always slide apart. To avoid this problem, she could:

a. use only a blanket (not a top sheet)
b. fold the top sheet over the blanket and pin it in place with large safety pins
c. tuck the blanket and sheet under the mattress

27. Since Kate Green sometimes loses her balance and falls while vacuuming, she should:

a. all of the answers below (c - e)
b. c or d only
c. hold onto a sturdy chair back while vacuuming
d. sit to vacuum
e. sweep instead of vacuuming

28. Instead of using a heavy duty broom and a regular dust pan, sweeping would be easier for Kate Green if she:

a. both b and c
b. used a lightweight broom
c. used a long-handled dust pan

29. Kate Green would have less difficulty with the task of dusting if she:

a. all of the answers below (b - d)
b. stored part of her furniture and accessories
c. used runners on her furniture
d. used spray end-dust products

30. To dust high door facings, Kate Green should:

a. both b and c
b. use a dust cloth attached to a dowel
c. stand on a chair so she will not have to reach so far

Appendix C

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

HOUSEKEEPING

PRETEST-POSTTEST

ANSWER SHEET

Section I
Physical Limitations of the Aged

1.

2.

3.

4.

5.

Section II
Housekeeping Tasks

6.

7.

8.

Section III
Cleaning the Bathroom

9.

10.

11.

12.

13.

Section IV
Cleaning the Kitchen

14.

15.

16.

17.

18.

19.

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21.

22.

Section V
Cleaning the Bedroom

23.

24.

25.

26.

27.

28.

29.

30.

Appendix D

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: HOUSEKEEPING

LEARNING ACTIVITIES

ANSWER SHEET

LEARNING ACTIVITY ONE – PAGE 2

1.

2.

3.

4.

5.

Turn to page 43 and check your answers!

LEARNING ACTIVITY TWO – PAGE 10

1.

2.

3.

Turn to page 43 and check your answers!

LEARNING ACTIVITY THREE – PAGE 11

I	II	III
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	
6.	6.	
7.		
8.		

Turn to page 43 and check your answers!

LEARNING ACTIVITY FOUR – PAGE 23

1.

2.

3.

Turn to page 43 and check your answers!

LEARNING ACTIVITY FIVE – PAGE 24

1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	14.

Turn to page 43 and check your answers!

LEARNING ACTIVITY SIX – PAGE 28

1.	4.
2.	5.
3.	

Turn to page 43 and check your answers!

LEARNING ACTIVITY SEVEN – PAGE 35

1.

2.

3.

Turn to page 43 and check your answers!

LEARNING ACTIVITY EIGHT – PAGE 36

1. 3. 5. 7. 9. 11.

2. 4. 6. 8. 10. 12.

Turn to page 43 and check your answers!

LEARNING ACTIVITY NINE – PAGE 38

1. 3. 5. 7. 9. 11.

2. 4. 6. 8. 10. 12.

Turn to page 43 and check your answers!

Appendix E

QUEST ACTIVITIES	MATERIALS NEEDED
I. Exploring the Physical Limitations of the Aged	
A. Loss of Receptors for Touch and Pain	white glue 2-3 buttons of various sizes ladies' dress gloves rubber gloves assortment of nonbreakable dishes
B. Stiff Joints and Lack of Balance	4 pieces of poster board rolled into cylinders and securely taped masking tape mop
C. Loss of Muscle Power	2 books of at least 2" thickness each jar with screw-on lid clock or watch
D. Visual Impairment	blindfold assortment of nonbreakable dishes detergent box broom
E. Lack of Energy	vacuum cleaner broom
F. Combination of Physical Limitations	all materials listed in I, A-E
II. Writing a case study	no materials needed
III. Acting out Adaptations of Housekeeping Skills for the Aged	students will secure their own materials
IV. Visiting an Aged Homemaker	no materials needed
V. Making a Poster or Bulletin Board	construction paper glue poster board felt-tip markers magazines pins tape stapler other materials as needed by students

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

HOUSEKEEPING

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INTRODUCTION

Because we can perform housekeeping duties with relative ease, we sometimes forget that housekeeping might be quite difficult for the aged homemaker. This module will help you become (1) more aware of tasks that the aged homemaker faces; (2) more aware of the physical limitations that affect the aged homemaker; and, (3) better acquainted with some of the adaptations in the home and in housekeeping tasks which will make housekeeping easier and safer for the aged homemaker who has physical limitations. With this information, you will be able to help the aged become more independent and thus remain in their homes for a longer period of time.

INSTRUCTIONS

The steps listed below explain what you must do in order to complete this module. Read each of these steps, then return to step 1 and begin to work on the module.

1. Read these Performance Objectives:
   - A. Recognize the five physical limitations that commonly affect the aged.
   - B. Identify three bathroom cleaning tasks which are of special concern to the aged.
   - C. Identify three kitchen cleaning tasks which are of special concern to the aged.
   - D. Identify three bedroom cleaning tasks which are of special concern to the aged.
   - E. Identify adaptations in the home and in housekeeping skills that would make the task of cleaning the bathroom easier and safer for the aged homemaker, given a case study concerning an aged homemaker.
   - F. Identify adaptations in the home and in housekeeping skills that would make the task of cleaning the kitchen easier and safer for the aged homemaker, given a case study concerning an aged homemaker.
   - G. Identify adaptations in the home and in housekeeping skills that would make the task of cleaning the bedroom easier and safer for the aged homemaker, given a case study concerning an aged homemaker.
2. Make arrangements with your teacher to take a test (Pretest) based on the Performance Objectives you just read. Ask your teacher for a Pretest and an Answer Sheet. *Please do not write your answers on the Pretest!* Write your answers on the Answer Sheet.
3. Take the Pretest.
4. Return the Pretest and the Answer Sheet to your teacher. Let your teacher check your Pretest.
5. If your teacher tells you that you gave 33 (90%) or more correct responses on the Pretest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 41 of this module.

If your teacher tells you that you did not give 33 (90%) or more correct responses on the Pretest, you should turn the page and begin this module.

6. Read and study the Glossary on page iii in order to become familiar with some of the terms that you will see on the Information Sheet.
7. Read the Information Sheet. Complete the Learning Activities in order to prepare yourself to take a Posttest. *Please do not write in this module*! Write the answers to each Learning Activity in the appropriate place on the Answer Sheet provided to you. After writing your answers to each Learning Activity, turn to the Self-Check on page 43 of this module and check your own answers. If you have any incorrect answers, change the answers on your Answer Sheet after looking at the Self-Check. Re-read any part of the Information Sheet with which you are having difficulty.
8. Make arrangements with your teacher to take a test (Posttest) based on the information in this module. Ask your teacher for a Posttest and an Answer Sheet. *Please do not write your answers on the Posttest*! Write your answers on the Answer Sheet.
9. Take the Posttest.
10. Return the Posttest and the Answer Sheet to your teacher. Let your teacher check your Posttest.
11. If your teacher tells you that you gave 33 (90%) or more correct responses on the Posttest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 58 of this module.

    If your teacher tells you that you did not give 33 (90%) or more correct responses on the Posttest, re-read and study the Performance Objectives and the Information Sheet, then re-take the Posttest until you give 33 (90%) or more correct responses.

GLOSSARY

Adaptation - a change that makes something easier.

Lack of Balance - difficulty in standing or sitting without support.

Lack of Energy - decrease in ability to be active sometimes resulting in feeling tired.

Loss of Muscle Power - Decrease in physical strength resulting in difficulty in changing the position of the body or other objects.

Loss of Receptors for Touch and Pain - reduced sense of touch and difficulty in feeling pain.

Physical Limitations - changes in the normal physical condition of the body that result in the body not functioning as well as it once did.

Stiffening of Joints - decrease in ability to bend joints in any part of the body without difficulty or pain.

Visual Impairment - difficulty in seeing.

HOUSEKEEPING FOR THE AGED

Aged people have been keeping house for a long time. Therefore, they may not like to change their housekeeping routine. Sometimes they understand that a change will make a housekeeping task easier and safer for them, but they will continue to clean their house "like they always have".

At one time "spring cleaning" was a yearly event for the family. It involved moving the furniture, washing the windows, "sunning" mattresses, and scrubbing floors and walls. Many other hard housekeeping tasks that produced a very clean house were also done.

Aged persons who have physical limitations cannot perform all of these "spring cleaning" chores. However, not being able to clean "like they always have" may cause them to be very unhappy. They may look upon not being able to clean like they want to clean as one more reminder that they are "old".

If we know adaptations in the home and in homemaking tasks that would help aged homemakers to keep their homes clean, we can help them to forget many of their negative feelings about being "old". Before we can suggest adaptations, we must first know what types of physical limitations the aged have.

There are five common physical limitations that affect the aged. The first is loss of receptors for touch and pain (This means that the aged person's sense of touch and ability to feel pain are not as good as they once were.). The second is stiffening of joints and lack of balance (The aged homemaker who has stiff joints and poor balance finds it painful to bend his joints and difficult to stand or sit without support.). The third is loss of muscle power (The aged homemaker has less physical strength than he once had.). The fourth is visual impairment (This means that the aged person has difficulty in seeing.). The fifth is lack of energy (An aged homemaker often becomes tired more quickly than he once did.). Certain adaptations in the bathroom, kitchen, and bedroom would make housekeeping easier and safer for aged homemakers who have these limitations.

LEARNING ACTIVITY ONE

PHYSICAL LIMITATIONS

Directions: Below you will find five cartoons. The cartoons are clues to the five physical limitations which commonly affect the aged homemaker. Write the name of the physical limitation which each cartoon suggests in the place provided for Learning Activity One on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

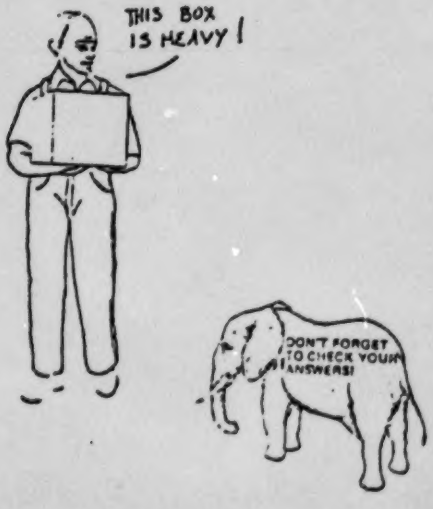
1.

2.

3.

4.

5.

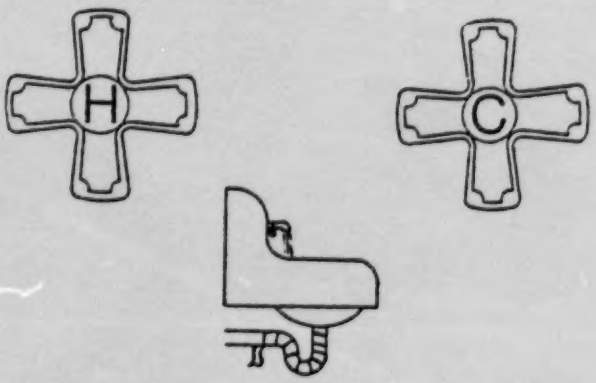


CLEANING THE BATHROOM

Cleaning the bathroom is often a hard task for aged people who have physical limitations. There are three (3) major bathroom cleaning tasks which are difficult for the aged homemaker to perform. The first task is cleaning the fixtures. The second task is mopping the floor. The third task is organizing the shelves.

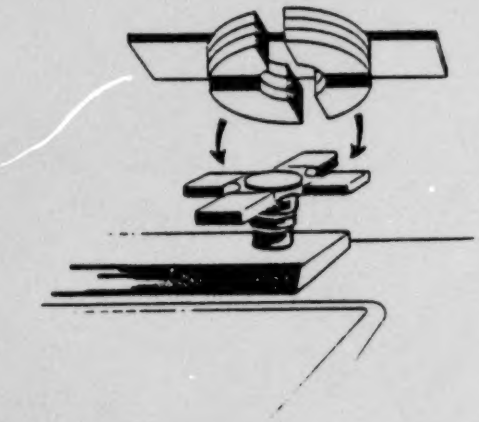
To make the cleaning of bathroom fixtures easier for aged homemakers, certain adaptations could be recommended.

Aged homemakers who suffer from loss of receptors for touch and pain may burn themselves on hot water faucets or exposed water pipes without even knowing it. To help aged homemakers avoid burning themselves while cleaning the fixtures, water faucet handles could be marked with bright colors or large letters so that homemakers can see which is hot and which is cold. Hot water running through pipes can heat the pipes to a temperature sufficient to cause burns. Therefore, exposed water pipes should be wrapped with insulating material.

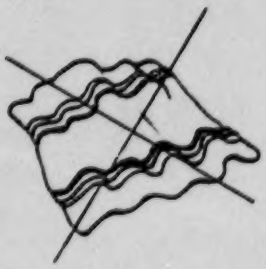


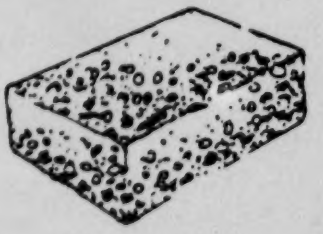
Aged homemakers often have stiff joints and poor balance. They will be less likely to fall while trying to reach cleaning supplies and equipment if these items are stored on shelves in their waist-to-shoulder range. Sometimes people think it would be best to store these items on low shelves. However, the aged homemaker would still have to bend over to reach them. Therefore, supplies and lightweight equipment should be stored on shelves in the waist-to-shoulder range of the aged homemaker, not on low shelves. Only extremely heavy objects

which would be easier for the aged homemaker to slide rather than lift should be stored on low shelves. Suction soap holders will keep the soap from slipping to the floor. Aged homemakers will not have to bend to pick up the soap if they use the suction soap holder. Small water faucet handles are hard to turn. Building up the handles with smooth pieces of wood will make the water faucet handles larger and will help aged homemakers who have stiff joints. These wooden attachments can be bought or made at a low cost.



Using "fast-cleaning" products that clean fixtures without much effort on the part of aged homemakers is good for those who have a loss of muscle power. Using a smaller, more flexible cloth requires much strength. A large sponge requires less strength. Therefore, "fast-cleaning" products and a large sponge will be easier for the aged homemaker to use.

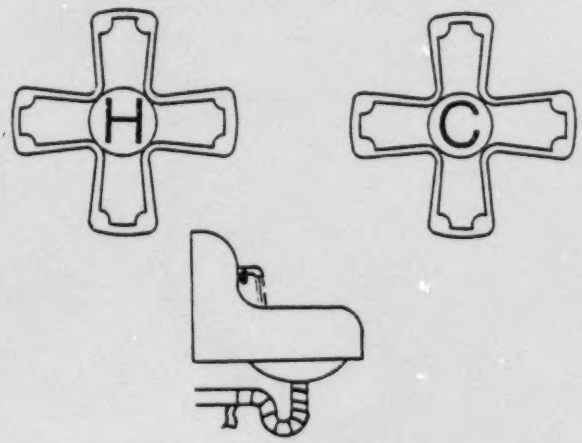




If aged homemakers are visually impaired, marking cleaning supplies with bright colors or large letters will help them to quickly locate the product they need.

Aged homemakers are sometimes tired and have a lack of energy. Sitting while cleaning would help to save much of their energy. They could use a brush or sponge on a handle to clean fixtures that are hard to reach while sitting.

Besides cleaning the fixtures, aged homemakers will also have to mop the bathroom floor. Adaptations that would make mopping the floor easier and safer could be suggested: Since aged homemakers will have to use water when mopping the bathroom floor, marking water faucet handles with bright colors or large letters will help them avoid burning themselves. Wrapping exposed water pipes with insulating material is also helpful in keeping aged homemakers who have a loss of receptors for touch and pain from burning themselves.

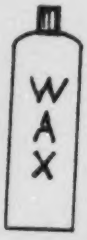


Aged homemakers who have a loss of muscle power could use "fast cleaning" products that clean without much effort on their part. Lightweight mops require less muscle power and are easier for the aged to grip and handle. Some mops have special parts that make "wringing" simpler. Rinsing the mop in the sink rather than in a pail also saves muscle power. If a pail of water is to be used, it can be filled and emptied with a siphon hose so aged homemakers will not have to lift it. The

pail could also be placed on a dolly, stool with casters, or platform on wheels before filling. Then it could be pushed rather than lifted.

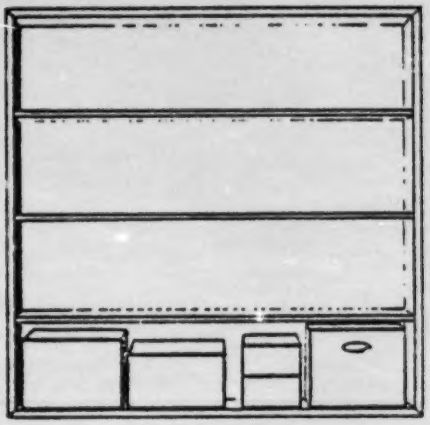
Sitting while mopping will help aged homemakers who have a lack of energy. Short-handled mops are easier to use while sitting.

Storing cleaning supplies and equipment on shelves located in the waist-to-shoulder range of aged homemakers who have stiff joints and poor balance will make it easier and safer for them to select supplies and equipment because they will not have to reach up or down for them. They can also use towel bars for support while mopping. The towel bars should be firmly attached to the wall. Using only a little wax on the floor instead of waxing the floor with a lot of high gloss wax will help aged homemakers to keep their balance.



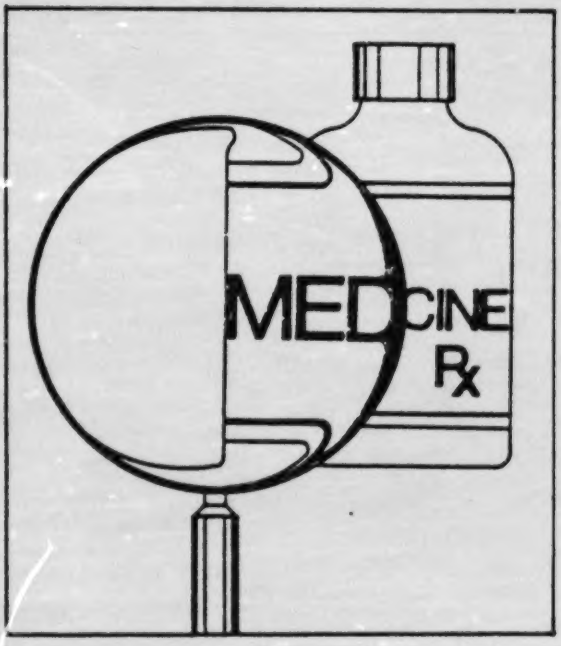
Cleaning supplies should be marked with bright colors or large letters so that aged homemakers who are visually impaired can quickly locate the product they need.

The third task that aged homemakers will have to perform in cleaning the bathroom is organizing the bathroom shelves. Certain adaptations would make this task easier and safer for aged homemakers:

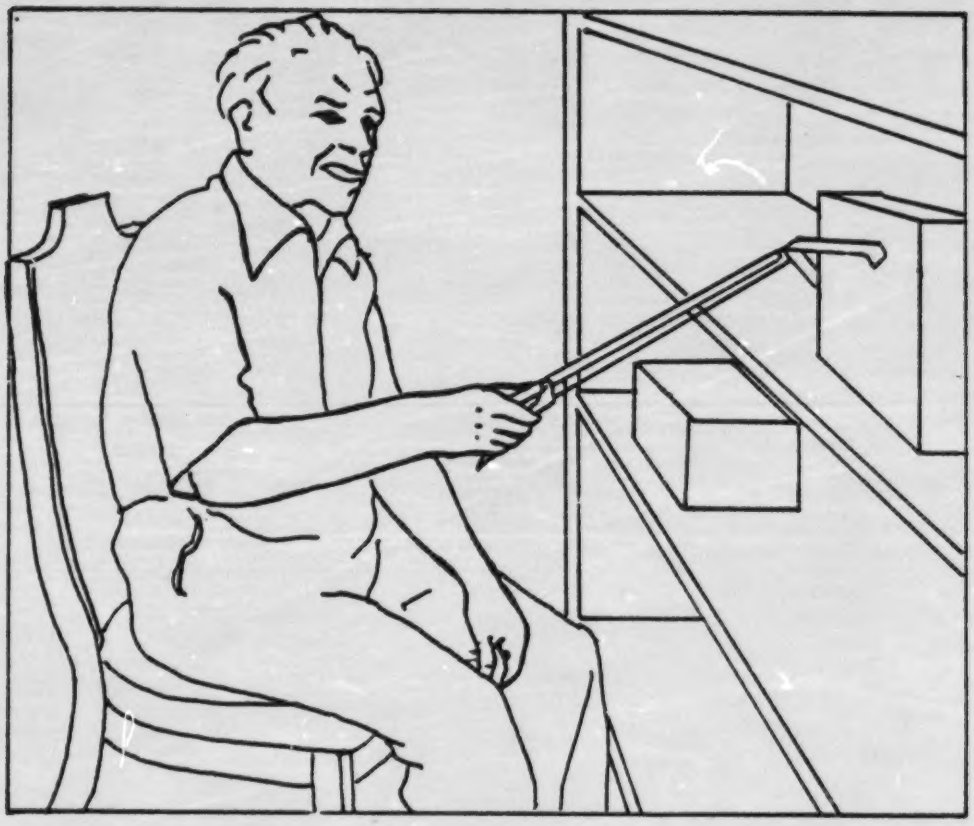


If extremely heavy objects are placed on low shelves, aged homemakers who have a loss of muscle power can slide them. Other commonly used objects and supplies, of course, should be located on a shelf in the waist-to-shoulder range of the aged homemaker.

Aged homemakers with visual impairment find it hard to read labels on cleaning supplies and medicine bottles. Dangerous supplies or special medicines could be marked with bright colors or large letters to indicate what they are. A magnifying glass would also help aged homemakers to identify supplies and medicines.



Aged homemakers with lack of energy can sit to organize the shelves. They can use long-handled tongs for reaching.



LEARNING ACTIVITY TWO

CLEANING THE BATHROOM

Directions: Below you will find three cartoons. The cartoons are clues to the bathroom cleaning tasks which the aged homemaker must perform. Write the name of the task which each cartoon suggests in the place provided for Learning Activity Two on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1.

2.

3.

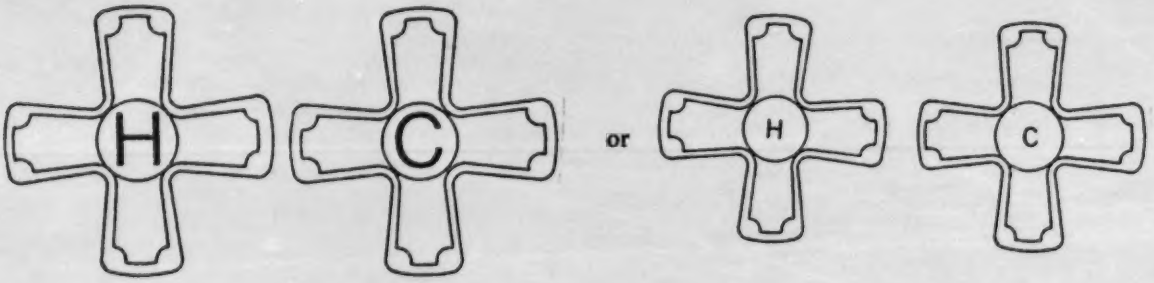
LEARNING ACTIVITY THREE

CLEANING THE BATHROOM

Directions: Certain adaptations make cleaning the bathroom easier and safer for the aged homemaker who has physical limitations. Answer each question below by writing the letter (either A or B) of the picture that best shows an adaptation suitable for aged homemakers in the place provided for Learning Activity Three on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

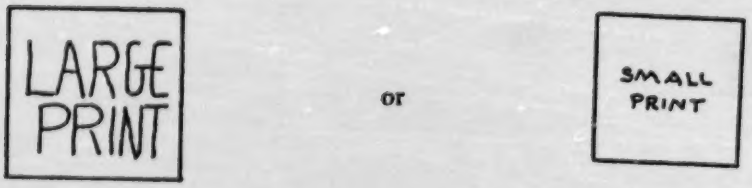
1. An aged homemaker is cleaning the fixtures in the bathroom. Which one of each pair of pictures below shows an adaptation that would make the task easier and safer?

1.



A B

2.



A B

3.

A

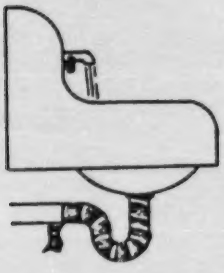
or

B

4.

A

or



B

5.

A

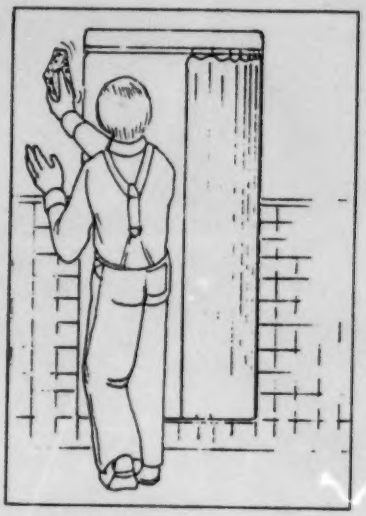
or

B

6.

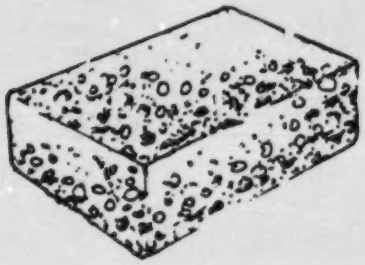
A

or



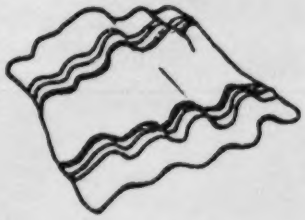
B

7.



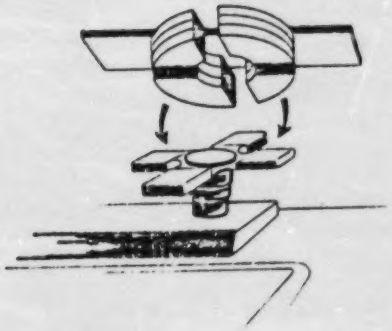
A

or



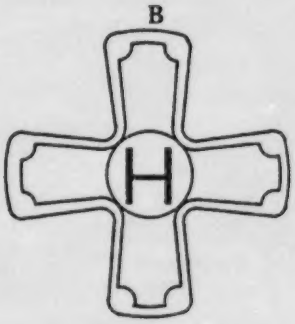
B

8.



A

or



B

II. An aged homemaker is mopping the floor in the bathroom. Write the letter (either A or B) of the picture that best shows an adaptation suitable for aged homemakers in the space provided on your Answer Sheet.

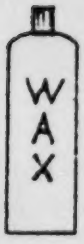
1.

A

or

B

2.



A

or

B

3.

A

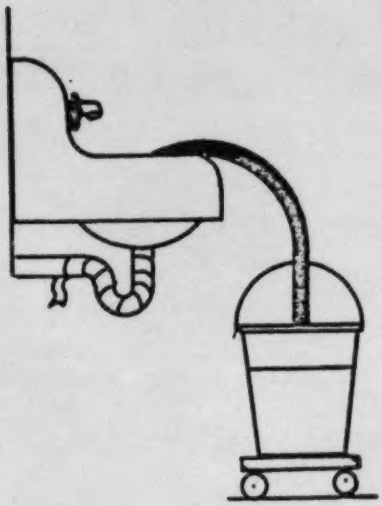
or

B

4.

A

or



B

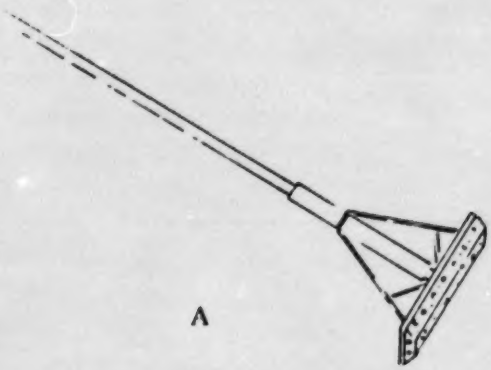
5.

A

or

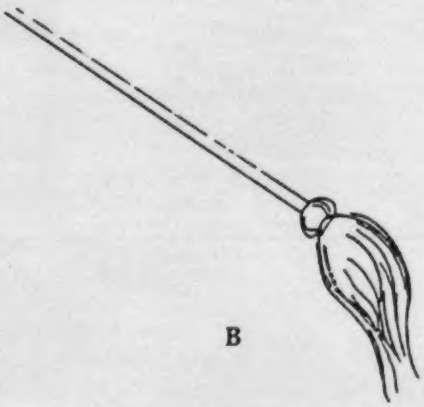
B

6.



A

or



B

III. An aged homemaker is organizing the shelves in the bathroom. Circle one picture in each pair of pictures below that would make the task easier and safer.

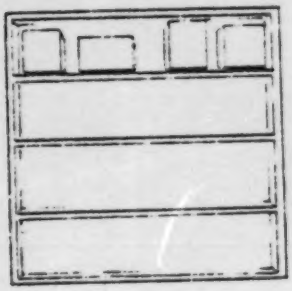
1.

A

or

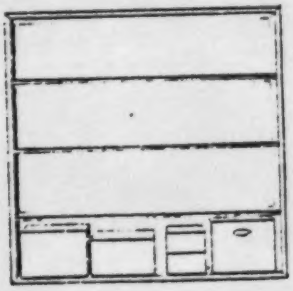
B

2. A

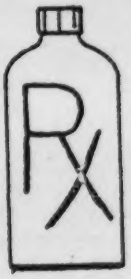


or

B

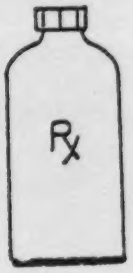


3. A

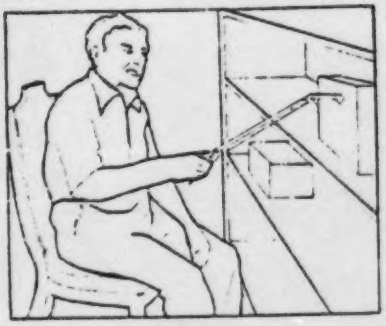


or

B



4.



A

or

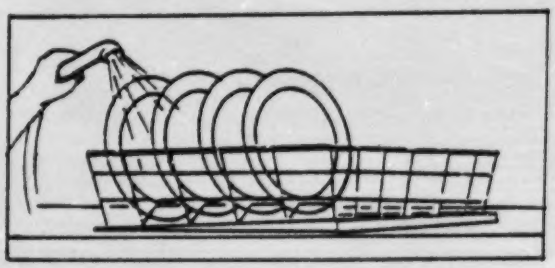
B

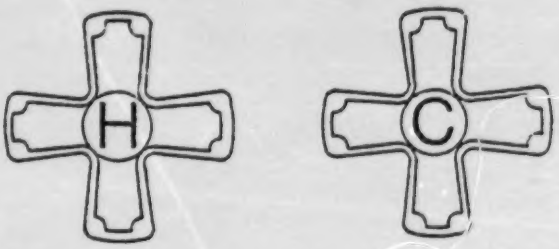
CLEANING THE KITCHEN

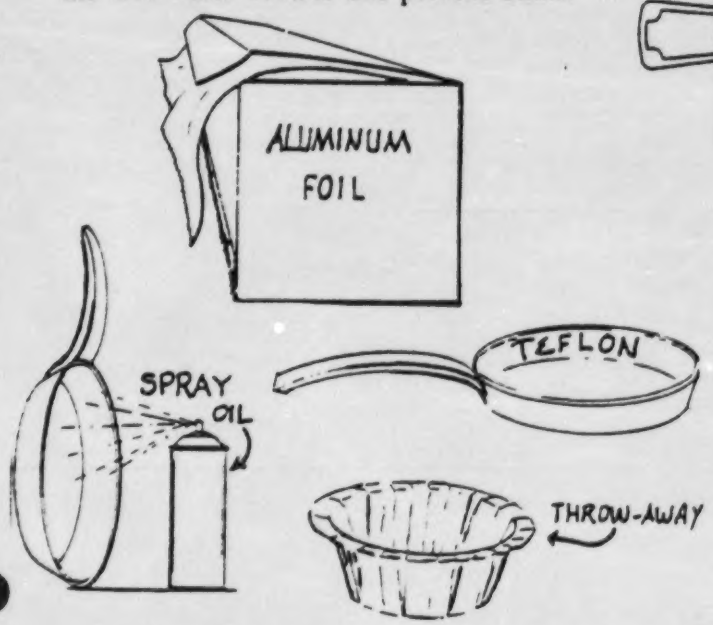
Cleaning the kitchen is also a hard task for the aged person who has physical limitations. There are three (3) major kitchen cleaning tasks. The first task is after-meal clean-up. The second task is cleaning the range and refrigerator. The third task is mopping the floor.

To make after-meal clean-up easier for aged homemakers, certain adaptations could be recommended:

Aged homemakers with loss of receptors for touch and pain should wear gloves when washing dishes. This will keep strong detergent and hot water from harming their hands. Since hot water must be used, rinsing dishes by spraying or pouring water over them is safer than dipping them in hot water that might burn aged homemakers' hands without them knowing it has happened. As mentioned before, marking water faucet handles with bright colors or large letters will identify the hot water control and prevent burns.



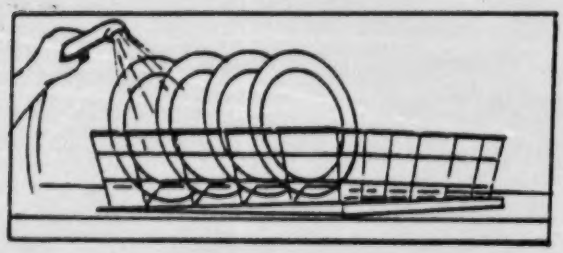




There are many helpful hints that can be suggested to homemakers who have a loss of muscle power. Using non-

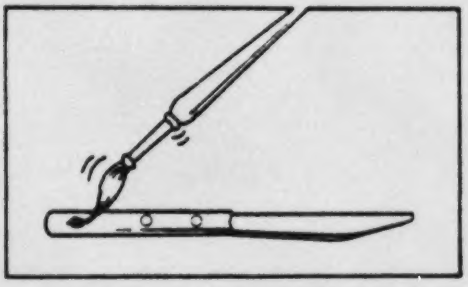
stick pans lets them rinse pans clean with little effort. Lining pans with aluminum foil will prevent food from baking to the dish and thus save aged homemakers from having to scrub the pan. Spray oil products also keep food from sticking to pans. Pre-shaped foil "throw-away" pans are handy for really messy jobs. Using "cook-in-the-bag" foods that cook in boiling water means that aged homemakers will not have to use any muscle power to clean the pan. They can simply pour the water out and let the pan air-dry. These bags of food can be found in the frozen food section of the grocery store or they can be prepared at home with air tight plastic bags.

Rinsing dishes by spraying or pouring water over them is also a good idea for aged homemakers who have stiff joints and a lack of balance since dishes might slip out of their hands if they tried to dip them. To decrease the chance of aged homemakers dropping dishes, they should stack them in a dish drainer or lay them on a dish towel and let them air dry instead of drying them with a cloth. They could also store dishes in the dish drainer rather than reaching to place them on shelves. Water faucet handles are easier to turn if they

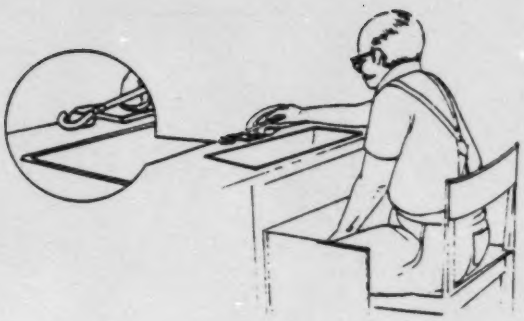


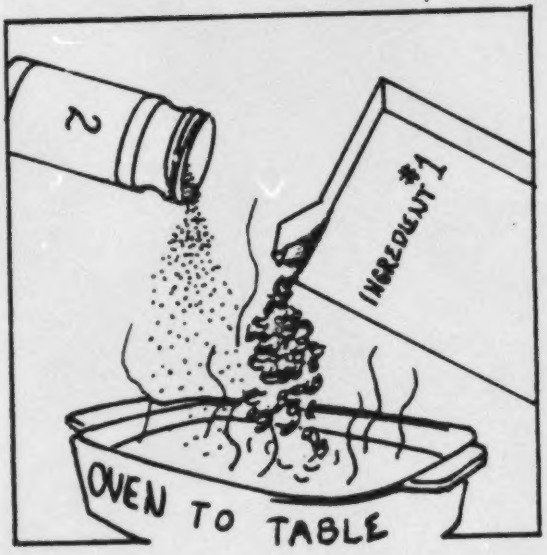
are built up with smooth pieces of wood. These wooden attachments also protect homemakers' hands from burns.

Marking knives and other sharp and pointed objects with a spot of paint will help aged homemakers who are visually impaired to identify unsafe objects.



Since aged homemakers often lack energy, they should sit to wash dishes. If reaching is hard, a cushion could be added to the seat. The aged homemaker's legs could be extended into an under sink cabinet. If they have trouble reaching the water faucet handles, an S-shaped closet hook on the end of a dowel could be used to control the faucet handles. Wise use of paper towels, plastic wrap, waxed paper, foil, or even newspaper will protect counter tops and thus save clean-up time. By not using the "middle man" serving dish, by mixing ingredients directly in a casserole dish, or by using oven-to-table wear, much clean-up time is saved for tired homemakers.



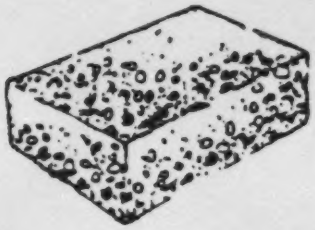


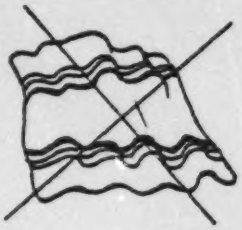
Besides cleaning up after meals, aged homemakers must also clean the range and refrigerator. To make the cleaning of the range and refrigerator easier and safer for the aged homemaker certain adaptations could be recommended:

Wearing gloves will prevent the hands of aged homemakers who have a loss of receptors for touch and pain from being harmed by the strong chemicals in cleaning products.

Using a brush or cloth on a handle to clean the oven and refrigerator means that aged homemakers with stiff joints and poor balance will not have to reach to clean "hard-to-get-to" areas.

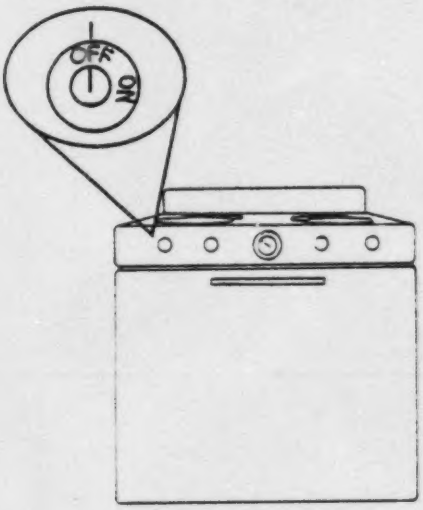
Aged homemakers who have a loss of muscle power should use a large sponge rather than a small flexible cloth to clean the range and refrigerator because it requires less strength and does the job just as well.





Aged homemakers who lack energy can sit to clean the range and refrigerator.

Range controls should be marked with bright colors and large letters so that visually impaired aged homemakers will be able to check whether the range is turned off before beginning to clean it.



Mopping the floor is another kitchen-cleaning task which faces aged homemakers. The adaptations for mopping the kitchen floor are the same as those suggested for mopping the bathroom floor on pages 5 - 8.

LEARNING ACTIVITY FOUR

CLEANING THE KITCHEN

Directions: Below you will find three cartoons. The cartoons are clues to the kitchen cleaning tasks which the aged homemaker must perform. Write the name of the task which each cartoon suggests in the place provided for Learning Activity Four on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1.

2.

3.

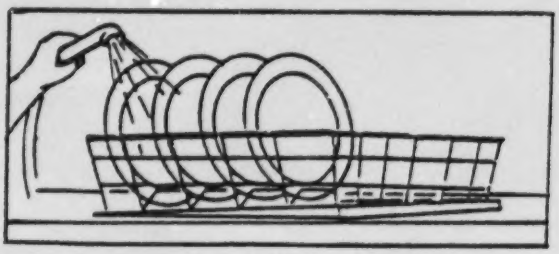
LEARNING ACTIVITY FIVE

CLEANING THE KITCHEN

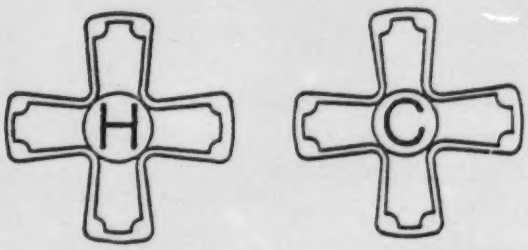
Directions: Below are incomplete sentences about the aged homemaker and the task of after-meal clean-up. Complete each sentence by writing the missing word(s) in the place provided for Learning Activity Five on your Answer Sheet. After writing your answers on the Answer Sheet, turn to page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. The aged homemaker should wear_____ when washing dishes.

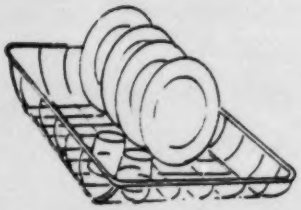
2. Rinsing dishes by_____ water over them is safer for the aged homemaker than dipping them in hot water.



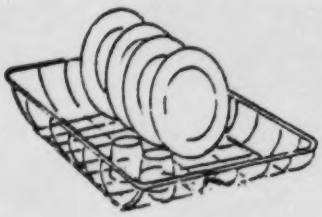
3. Marking water faucet handles with bright colors or large_____helps to prevent burns.



4. Stacking dishes in a dish drainer and letting them___ ___ is safer for the aged homemaker than drying them with a cloth.

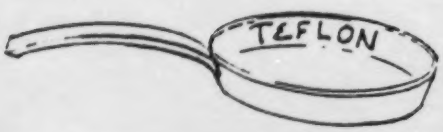


5. It is easier for the aged homemaker to_____ dishes in the dish drainer than to store them on shelves.

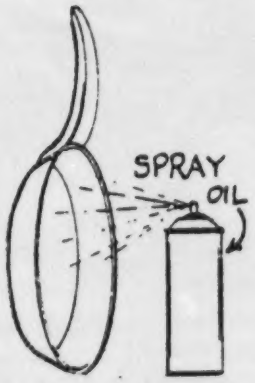


6. Lining pans with_____ ____ prevents food from sticking to the pan and thus saves the aged homemaker from having to scrub the pan.

7. Using ___ _____pans lets the aged homemaker rinse pans clean with little effort.



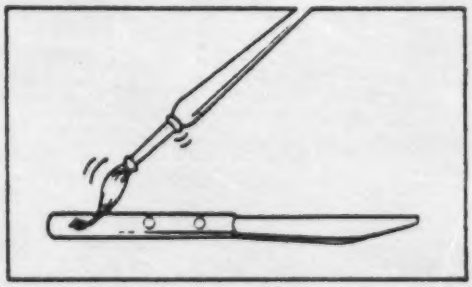
8. Spray oil products keep food from_____to pans and thus save clean-up time.



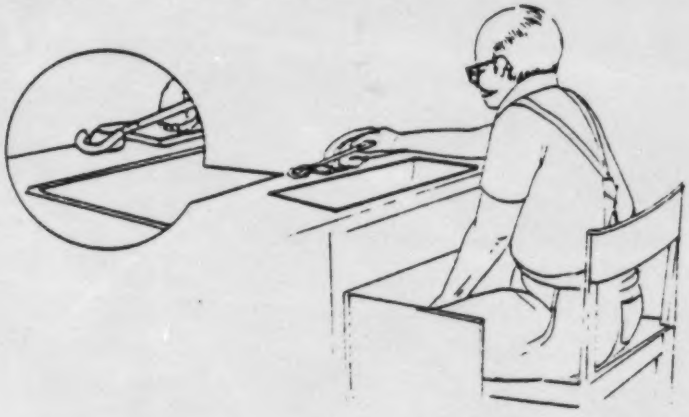
9. When an aged homemaker is cooking really messy foods,_____foil "throw-away" pans are handy.

10. Using "cook-in-the-bag" foods that cook in_____means that the aged homemaker will not have to scrub a pan.

11. Marking knives and other sharp or pointed objects with a spot of_____identifies unsafe objects for the aged homemaker.



12. The aged homemaker can wash dished by sitting in a chair, placing the legs in the undersink cabinet, and using an S-shaped _____ hook on the end of a dowel to control the faucet handles.



13. Wise use of paper products will protect_ _ _ _ _ _ _tops and thus save clean-up time for the aged homemaker.

14. Instead of using one pan to cook in and one to serve in, the aged homemaker would save clean-up time if_____ __ _____ware was used.

LEARNING ACTIVITY SIX

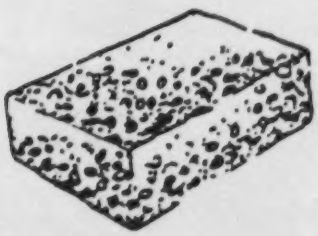
CLEANING THE KITCHEN

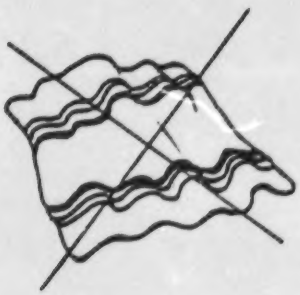
Directions: Below are incomplete sentences about the aged homemaker and the task of after-meal clean-up. Complete each sentence by writing the word(s) which best complete(s) the sentence in the place provided for Learning Activity Six on your Answer Sheet. After writing your answers on the Answer Sheet, turn to page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. The aged homemaker (should, should not) wear gloves when cleaning the range and the refrigerator.

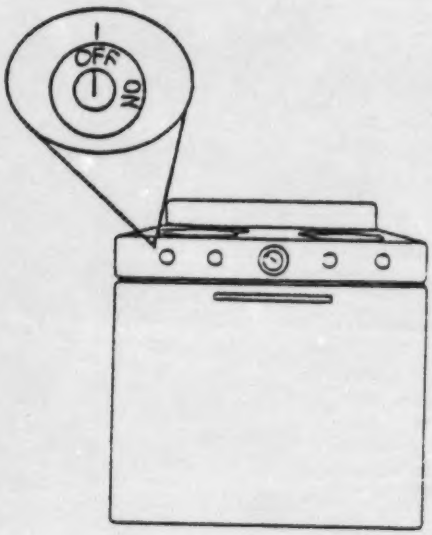
2. Using a brush or cloth on a handle (helps, does not help) the aged homemaker clean hard-to-reach areas of the range and the refrigerator.

3. A small flexible cloth (is easier, is more difficult) for the aged homemaker to handle.

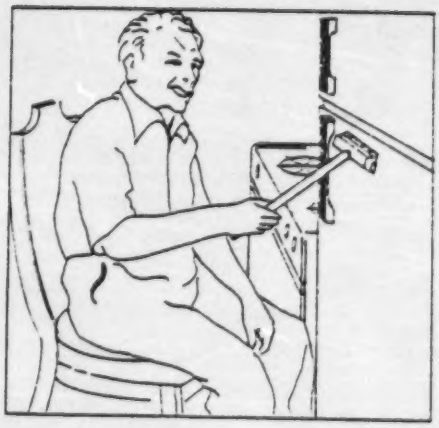


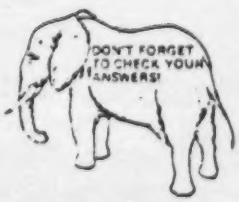


4. Marking range controls with bright colors or large letters (helps, does not help) the visually impaired homemaker.



5. The aged homemaker (should, should not) sit while cleaning the range and refrigerator.





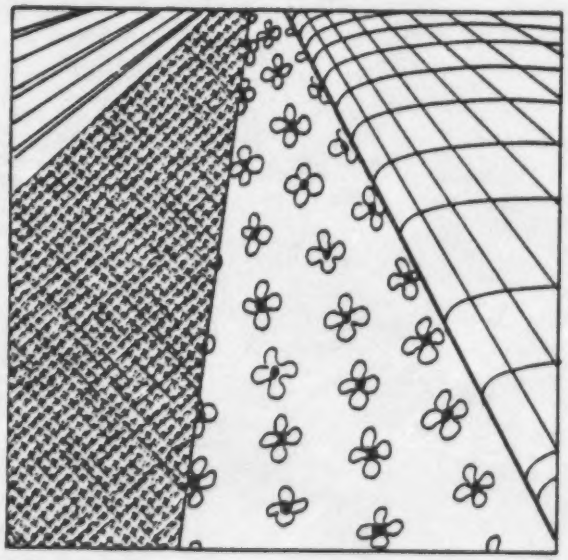
CLEANING THE BEDROOM

Cleaning the bedroom is another housekeeping task which is often difficult for aged homemakers who have physical limitations. There are three (3) major bedroom cleaning tasks. The first task is changing and making the bed. The second task is vacuuming/sweeping. The third task is dusting.

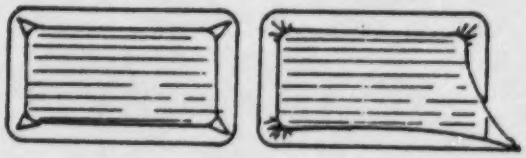
To simplify changing and making the bed, aged homemakers could benefit from certain recommended adaptations:

Aged homemakers who have stiff joints and poor balance can make up the bed with less trouble if it is placed so that both sides are well away from the wall. They could also use tongs to avoid leaning over the bed. Linens should be stored near the bed and on a shelf in the waist-to-shoulder range of the aged homemaker.

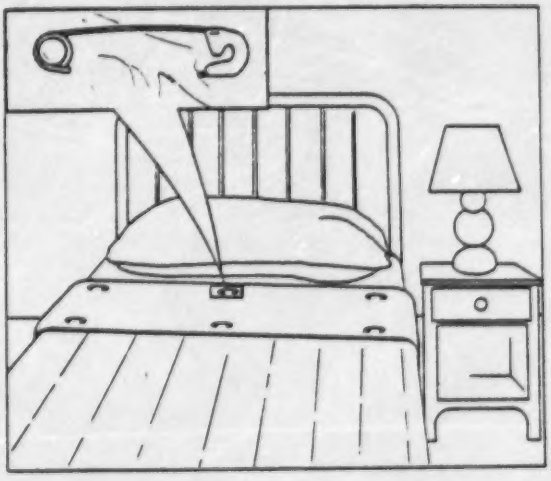
Using a variety of colors and designs of sheets will help aged homemakers who are visually impaired to identify top and bottom sheets. For example, a solid bottom sheet could be used with a striped top sheet. The homemaker would then know which went where before unfolding them.



Aged homemakers who have limited muscle power can either use fitted sheets that have elasticized wedge corners or fitted sheets that have three corners elasticized and one loose. These two types of fitted sheets require the least effort to pull onto the bed. Aged homemakers could also use a paddle to tuck sheets under rather than lift the mattress to tuck them in.



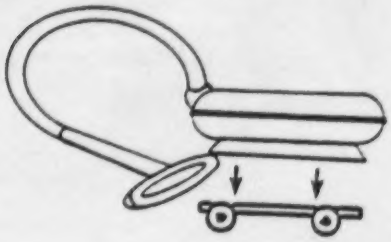
To save energy, aged homemakers should completely make up one side of the bed before walking around to make the other side. They should also sit on a chair while making the bed. Folding the top sheet over the blanket and pinning it with large safety pins will keep the bed linens from sliding. This will save time and energy in bed-making.

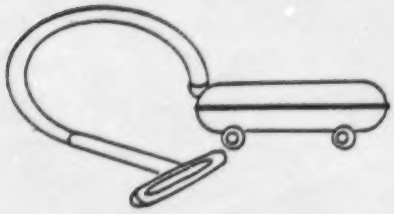


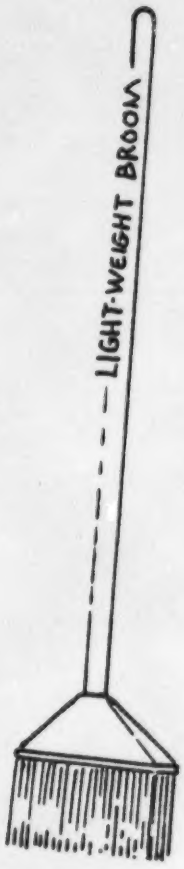
To make vacuuming/sweeping easier for aged homemakers. The following adaptations could be recommended:

Aged homemakers who have stiff joints and poor balance should hold onto a straight-backed chair while vacuuming. They should use a long-handled dust pan when sweeping so they won't have to bend over. The only difference in a regular dust pan and a long-handled dust pan is the length of the handle.

If aged homemakers suffer from loss of muscle power, they should use lightweight brooms. Using less furniture saves muscle power, too, because less furniture will have to be moved for vacuuming and sweeping. Using a vacuum on rollers or a regular vacuum that has been placed on a wheeled platform also requires less strength.



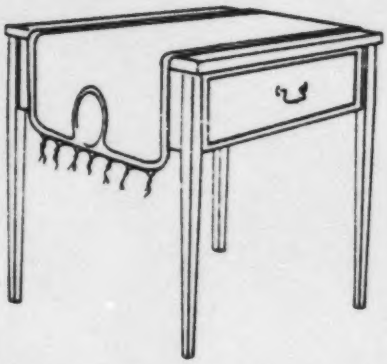




It is possible for aged homemakers to sit while vacuuming and sweeping. They will not become tired as quickly if they do this.

The third bedroom cleaning task is dusting. Aged homemakers can do this task without trouble if they know certain adaptations:

Aged homemakers who have stiff joints and poor balance should use a dust mop or cloth attached to a dowel (wooden rod) so they will not have to reach.



Using fewer accessories will save the energy of aged homemakers because they will not have to move them before and after dusting. Using "end-dust" products means that aged homemakers will save energy by having to dust less often. Runners are strips of cloth used to protect and decorate furniture. If runners are used on the surface of furniture, dusting will also be necessary less often.

These adaptations are not all of the adaptations in the home or in homemaking skills that could be helpful for aged homemakers. A person who works with the aged should keep in mind the five common types of physical limitations that the aged sometime have. These five common physical limitations are: (1) loss of receptors for touch and pain, (2) stiffening of joints and lack of balance, (3) loss of muscle power, (4) visual impairment, and (5) lack of energy. People who know these physical limitations will be able to think of many other adaptations in the home and in homemaking skills that would make housekeeping easier and safer for aged homemakers.

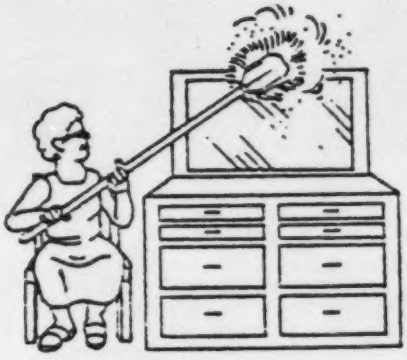
LEARNING ACTIVITY SEVEN

CLEANING THE BEDROOM

Directions: Below you will find three cartoons. The cartoons are clues to the bedroom cleaning tasks which the aged homemaker must perform. Write the name of the task which each cartoon suggests in the place provided for Learning Activity Seven on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1.

2.



3.

LEARNING ACTIVITY EIGHT

CLEANING THE BEDROOM

Directions: The sentences below are about the aged homemaker and the tasks of making and changing the bed, vacuuming/sweeping, and dusting. Read each statement and decide whether it is true or false. Then write true or false for each statement in the place provided for Learning Activity Eight on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. Making and changing the bed is easier for the aged homemaker if the bed is open on both sides rather than up against the wall.

2. Bed linens should be stored on high shelves rather than in the waist-to-shoulder range of the aged homemaker.

3. Fitted sheets that have four elasticized corners are easier for the aged homemaker to use than those with elasticized wedge corners or three elasticized corners and one open corner.

4. Using a paddle to tuck sheets under is easier for the aged homemaker than lifting the mattress to tuck them in.

5. The aged homemaker can sit to make and change the bed rather than walk from side to side.

6. Folding the top sheet over the blanket and pinning it with large safety pins makes bed-making more difficult for the aged homemaker than making it the regular way.

7. The aged homemaker should hold onto a straight-backed chair for balance rather than trying to stand without assistance.

8. The aged homemaker should use a regular dust pan when sweeping rather than a long-handled dust pan.

9. It is easier for an aged homemaker to sweep and vacuum a room that has little furniture than to sweep and vacuum a room that is full of furniture.

10. It is just as easy for an aged homemaker to use a regular vacuum as it is for her to use one on wheels.

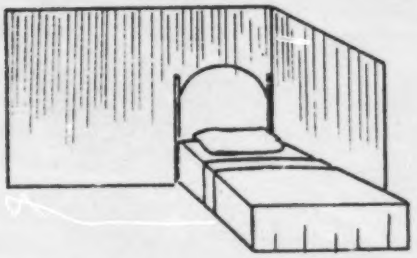
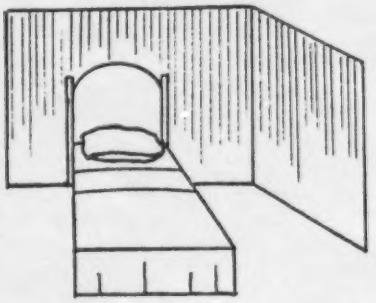
11. The aged homemaker who sits to dust using a dust mop or cloth attached to a dowel finds dusting easier than the homemaker who stands to dust.

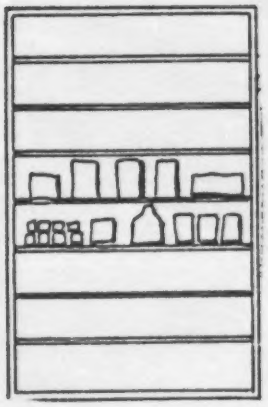
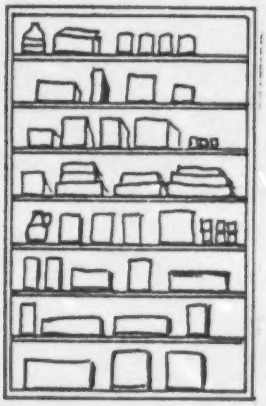
12. Using "end-dust" products and runners on furniture makes dusting easier for the aged homemaker than having to dust everyday.

LEARNING ACTIVITY NINE

CLEANING THE BEDROOM

Directions: Certain adaptations make cleaning the bedroom easier and safer for the aged homemaker who has physical limitations. Write the letter (either A or B) of each picture which best shows an adaptation suitable for aged homemakers in the place provided for Learning Activity Nine on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 43 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

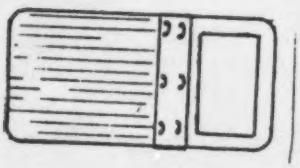
1. A.  or B. 

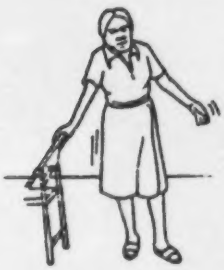
2. A.  or B. 

3. A. or B.

4. A. or B.

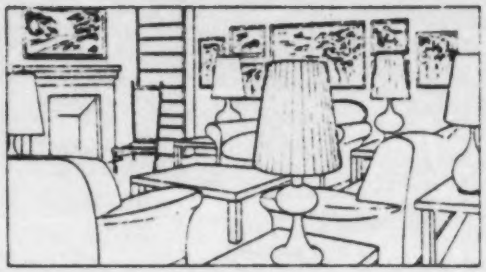
5. A. or B.

6. A. or B. 

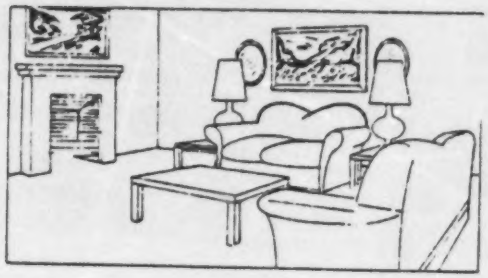
7. A.  or B.

8. A. or B.

9. A.



or B.



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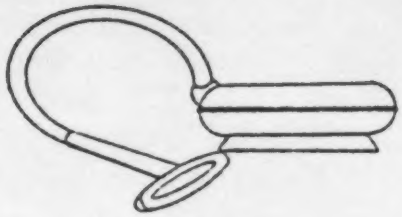

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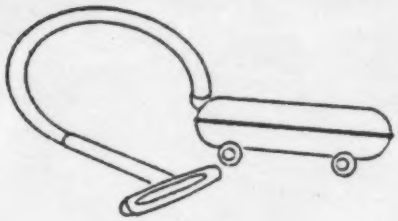
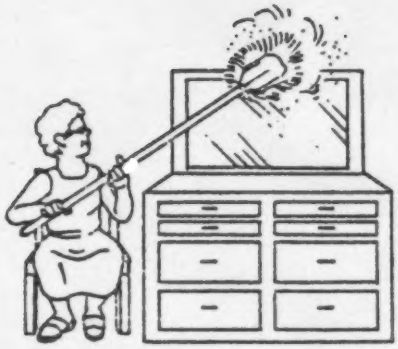
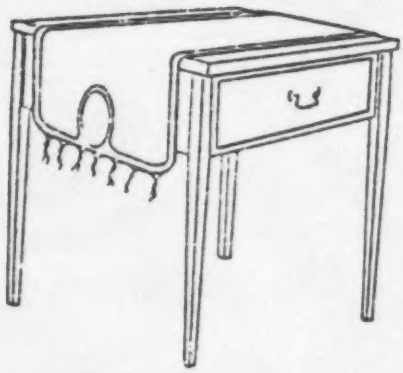


11. A.



or B.

12. A.



or B.

QUEST ACTIVITIES

I. It is sometimes hard for healthy younger people to understand the physical limitations that are part of aging. Try one or more of these activities to gain a better understanding of the physical limitations of the aged.

A. To explore how it feels to have a loss of receptors for touch and pain:
   1. Put white glue on your fingers from the last joint to the finger tip. Let the glue dry thoroughly. Try to pick up a button off the floor.
   2. Put on a pair of ladies' dress gloves. Again try to pick up a button off the floor.
   3. Put on a pair of rubber gloves. Try to wash dishes.

B. To understand how it feels to have stiff joints and lack of balance:
   1. Put poster board cylinders on both arms. Try to reach an object on a shelf in a wall cabinet.
   2. Put poster board cylinders on both legs. Try to reach an object on a shelf in a base cabinet.
   3. Put poster board cylinders on both arms and both legs. Try to mop while standing up.

C. To experiment with how it feels to have a loss of muscle power:
   1. Balance a book of at least 2" thickness on the palm of each hand while holding your forearms level with the floor. After doing this for 3 minutes, quickly lift the books to a shelf in a wall cabinet.
   2. Balance a book of at least 2" thickness on the palms of each hand while holding your forearms level with the floor. After doing this for 3 minutes, try to unscrew a jar lid.
   3. Balance a book of at least 2" thickness on the palm of each hand while holding your forearms level with the floor. After doing this for 5 minutes either try to lift the books to a shelf or try to unscrew a jar lid.

D. To experience how it feels to be visually impaired:

1. Blindfold yourself. Try to wash dishes.
2. Go into a dimly lit room or closet. Try to read the small print on the back of a detergent box.
3. Blindfold yourself. Try to sweep.

E. To become familiar with how it feels to have lack of energy:

1. Run in place for 5 minutes. Try to vacuum.
2. Do 20 sit-ups or push-ups. Try to sweep.
3. Touch your toes 20 times. Try to pick up the vacuum cleaner.

F. Since many aged people often have more than one physical limitation, combine two or more of the above activities. For example, you could blindfold yourself and put on a pair of ladies' dress gloves, then try to pick up a button.

II. Write a case study about a person you know (perhaps your grandmother, grandfather, or a neighbor). Include adaptations in the home and in homemaking skills that you could suggest to this older person.

III. Pretend that you are an aged person. Act out various adaptations in homemaking skills that make housekeeping easier and safer for the aged homemaker (such as sitting to mop). Using only your body and facial expressions to give clues to the adaptation you are acting out, act out the adaptations for one or two of your friends. Let your friends try to guess which adaptation you are acting out.

IV. Visit an aged homemaker. Observe his/her body movements and housekeeping routine. Write up your observations pointing out (1) the physical limitations of the aged homemaker, (2) the aged homemaker's housekeeping routine, and (3) adaptations in housekeeping tasks that you could suggest in order to make housekeeping easier and safer for the aged homemaker. Tell a friend about your observations.

V. Make a poster or bulletin board about housekeeping for the aged. You may work alone or with a friend.

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:
HOUSEKEEPING

SELF-CHECK

LEARNING ACTIVITY ONE -- PAGE 2

1. Loss of receptors for touch and pain
2. Lack of energy
3. Visual impairment
4. Stiffening of joints and lack of balance
5. Loss of muscle power

LEARNING ACTIVITY TWO – PAGE 10

1. Cleaning the fixtures
2. Organizing the shelves
3. Mopping the floor

LEARNING ACTIVITY THREE – PAGE 11

I	II	III
1. A	1. A	1. A
2. A	2. A	2. B
3. B	3. A	3. A
4. B	4. B	4. A
5. A	5. A	
6. A	6. A	
7. A		
8. A		

LEARNING ACTIVITY FOUR – PAGE 23

1. Cleaning the range and refrigerator
2. After-meal clean-up
3. Mopping the floor

LEARNING ACTIVITY FIVE – PAGE 24

1. gloves	8. sticking
2. spraying	9. pre-shaped
3. letters	10. boiling water
4. air-dry	11. paint
5. store	12. closet
6. aluminum foil	13. counter
7. non-stick	14. oven-to-table

LEARNING ACTIVITY SIX – PAGE 28

1. should	4. helps
2. helps	5. should
3. is more difficult	

LEARNING ACTIVITY SEVEN – PAGE 35

1. Changing and making the bed
2. Dusting
3. Vacuuming/sweeping

LEARNING ACTIVITY EIGHT – PAGE 36

1. T 3. F 5. T 7. T 9. T 11. T

2. F 4. T 6. F 8. F 10. F 12. T

LEARNING ACTIVITY NINE – PAGE 38

1. B 3. B 5. A 7. A 9. B 11. A

2. A 4. B 6. B 8. A 10. B 12. A

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T4 RC

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